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Passage One

Questions 46 to 50 are based on the following passage.

In the classic marriage vow(□□), couples promise to stay together in sickness and in health. But a new study finds that the risk of divorce among older couples rises when the wife - not the husband - becomes seriously ill.

"Married women diagnosed with a serious health condition may find themselves struggling with the impact of their disease while also experiencing the stress of divorce," said researcher Amelia Karraker.

Karraker and co-author Kenzie Latham analyzed 20 years of data on 2,717 marriages from a study conducted by Indiana University since 1992. At the time of the first interview, at least one of the partners was over the age of 50.

The researchers examined how the onset(□□) of four serious physical illnesses affected marriages. They found that, overall, 31% of marriages ended in divorce over the period studied. The incidence of new chronic(□□□) illness onset increased over time as well, with more husbands than wives developing serious health problems.

"We found that women are doubly vulnerable to marital break-up in the face of illness," Karraker said. "They're more likely to be widowed, and if they're the ones who become ill, they're more likely to get divorced."

While the study didn't assess why divorce is more likely when wives but not husbands become seriously ill, Karraker offers a few possible reasons. "Gender norms and social expectations about caregiving may make it more difficult for men to provide care to sick spouses," Karraker said. "And because of the imbalance in marriage markets, especially in older ages, divorced men have more choices among prospective partners than divorced women."

Given the increasing concern about health care costs for the aging population, Karraker believes policymakers should be aware of the relationship between disease and risk of divorce.

"Offering support services to spouses caring for their other halves may reduce marital stress and prevent divorce at older ages," she said. "But it's also important to recognize that the pressure to divorce may be health-related

and that sick ex-wives may need additional care and services to prevent worsening health and increased health costs."

46. What can we learn about marriage vows from the passage?

A) They may not guarantee a lasting marriage. B) They are as binding as they used to be.

C) They are not taken seriously anymore. D) They may help couples tide over hard times.

47. What did Karraker and co-author Kenzie Latham find about elderly husbands?

A) They are generally not good at taking care of themselves.

B) They can become increasingly vulnerable to serious illnesses.

C) They can develop different kinds of illnesses just like their wives.

D) They are more likely to contract serious illnesses than their wives.

48. What does Karraker say about women who fall ill?

A) They are more likely to be widowed. B) They are more likely to get divorced.

C) They are less likely to receive good care. D) They are less likely to bother their spouses.

49. Why is it more difficult for men to take care of their sick spouses according to Karraker?

A) They are more accustomed to receiving care.

B) They find it more important to make money for the family.

C) They think it more urgent to fulfill their social obligations.

D) They expect society to do more of the job.

50. What does Karraker think is also important?

A) Reducing marital stress on wives. B) Stabilizing old couples' relations.

C) Providing extra care for divorced women. D) Making men pay for their wives' health costs.

Passage Two

Questions 51 to 55 are based on the following passage.

If you were like most children, you probably got upset when your mother called you by a sibling's(□□□□□) name. How could she not know you? Did it mean she loved you less?

Probably not. According to the first research to tackle this topic head-on, misnaming the most familiar people in our life is a common cognitive(□□□) error that has to do with how our memories classify and store familiar names.

The study, published online in April in the journal *Memory and Cognition*, found that the "wrong" name is not random but is invariably fished out from the same relationship pond: children, siblings, friends. The study did not

examine the possibility of deep psychological significance to the mistake, says psychologist David Rubin, "but it does tell us who's in and who's out of the group."

The study also found that within that group, misnamings occurred where the names shared initial or internal sounds, like Jimmy and Joanie or John and Bob. Physical resemblance between people was not a factor. Nor was gender.

The researchers conducted five separate surveys of more than 1,700 people. Some of the surveys included only college students; others were done with a mixed-age population. Some asked subjects about incidents where someone close to them - family or friend - had called them by another person's name. The other surveys asked about times when subjects had themselves called someone close to them by the wrong name. All the surveys found that people mixed up names within relationship groups such as grandchildren, friends and siblings but hardly ever crossed these boundaries.

In general, the study found that undergraduates were almost as likely as old people to make this mistake and men as likely as women. Older people and women made the mistake slightly more often, but that may be because grandparents have more grandchildren to mix up than parents have children. Also, mothers may call on their children more often than fathers, given traditional gender norms. There was no evidence that errors occurred more when the misnamer was frustrated, tired or angry.

51. How might people often feel when they were misnamed?

A) Unwanted. B) Unhappy. C) Confused. D) Indifferent.

52. What did David Rubin's research find about misnaming?

A) It is related to the way our memories work.

B) It is a possible indicator of a faulty memory.

C) It occurs mostly between kids and their friends.

D) It often causes misunderstandings among people.

53. What is most likely the cause of misnaming?

A) Similar personality traits. B) Similar spellings of names.

C) Similar physical appearance. D) Similar pronunciation of names.

54. What did the surveys of more than 1,700 subjects find about misnaming?

A) It more often than not hurts relationships.

B) It hardly occurs across gender boundaries.

C) It is most frequently found in extended families.

D) It most often occurs within a relationship group.

55. Why do mothers misname their children more often than fathers?

A) They suffer more frustrations. B) They become worn out more often.

C) They communicate more with their children.

D) They generally take on more work at home.



Passage One

Questions 46 to 50 are based on the following passage.

According to the majority of Americans, women are every bit as capable of being good political leaders as men. The same can be said of their ability to dominate the corporate boardroom. And according to a new Pew Research Center survey on women and leadership, most Americans find women indistinguishable from men on key leadership traits such as intelligence and capacity for innovation, with many saying they're stronger than men in terms of being passionate and organized leaders.

So why, then, are women in short supply at the top of government and business in the United States? According to the public, at least, it's not that they lack toughness, management talent or proper skill sets.

It's also not all about work-life balance. Although economic research and previous survey findings have shown that career interruptions related to motherhood may make it harder for women to advance in their careers and compete for top executive jobs, relatively few adults in the recent survey point to this as a key barrier for women seeking leadership roles. Only about one-in-five say women's family responsibilities are a major reason why there aren't more females in top leadership positions in business and politics.

Instead, topping the list of reasons, about four-in-ten Americans point to a double standard for women seeking to climb to the highest levels of either politics or business, where they have to do more than their male counterparts to prove themselves. Similar shares say the electorate() and corporate America are just not ready to put more women in top leadership positions.

As a result, the public is divided about whether the imbalance in corporate America will change in the foreseeable future, even though women have made major advances in the workplace. While 53% believe men will continue to hold more top executive positions in business in the future, 44% say it's only a matter of time before as many women are in top executive positions as men. Americans are less doubtful when it comes to politics: 73% expect to see a female president in their lifetime.

46. What do most Americans think of women leaders according to a new Pew Research Center survey?

- A) They have to do more to distinguish themselves.
- B) They have to strive harder to win their positions.
- C) They are stronger than men in terms of willpower.
- D) They are just as intelligent and innovative as men.

47. What do we learn from previous survey findings about women seeking leadership roles?
- A) They have unconquerable difficulties on their way to success.
 - B) They are lacking in confidence when competing with men.
 - C) Their failures may have something to do with family duties.
 - D) Relatively few are hindered in their career advancement.
48. What is the primary factor keeping women from taking top leadership positions according to the recent survey?
- A) Personality traits. B) Gender bias. C) Family responsibilities. D) Lack of vacancies.
49. What does the passage say about corporate America in the near future?
- A) More and more women will sit in the boardroom.
 - B) Gender imbalance in leadership is likely to change.
 - C) The public is undecided about whether women will make good leaders.
 - D) People have opposing opinions as to whether it will have more women leaders.
50. What do most Americans expect to see soon on America's political stage?
- A) A woman in the highest position of government.
 - B) More and more women actively engaged in politics.
 - C) A majority of women voting for a female president.
 - D) As many women in top government positions as men.

Passage Two

Questions 51 to 55 are based on the following passage.

People have grown taller over the last century, with South Korean women shooting up by more than 20cm on average, and Iranian men gaining 16.5cm. A global study looked at the average height of 18-year-olds in 200 countries between 1914 and 2014.

The results reveal that while Swedes were the tallest people in the world in 1914, Dutch men have risen from 12th place to claim top spot with an average height of 182.5cm. Latvian women, meanwhile, rose from 28th place in 1914 to become the tallest in the world a century later, with an average height of 169.8cm.

James Bentham, a co-author of the research from Imperial College, London, says the global trend is likely to be due primarily to improvements in nutrition and healthcare. "An individual's genetics has a big influence on their height, but once you average over whole populations, genetics plays a less key role," he added.

A little extra height brings a number of advantages, says Elio Riboli of Imperial College. "Being taller is associated with longer life expectancy," he

said. "This is largely due to a lower risk of dying of cardiovascular(心血管) disease among taller people."

But while height has increased around the world, the trend in many countries of north and sub-Saharan Africa causes concern, says Riboli. While height increased in Uganda and Niger during the early 20th century, the trend has reversed in recent years, with height decreasing among 18-year-olds.

"One reason for these decreases in height is the economic situation in the 1980s," said Alexander Moradi of the University of Sussex. The nutritional and health crises that followed the policy of structural adjustment, he says, led to many children and teenagers failing to reach their full potential in terms of height.

Bentham believes the global trend of increasing height has important implications. "How tall we are now is strongly influenced by the environment we grew up in," he said. "If we give children the best possible start in life now, they will be healthier and more productive for decades to come."

51. What does the global study tell us about people's height in the last hundred years?

- A) There is a remarkable difference across continents.
- B) There has been a marked increase in most countries.
- C) The increase in people's height has been quickening.
- D) The increase in women's height is bigger than in men's.

52. What does James Bentham say about genetics in the increase of people's height?

- A) It counts less than generally thought.
- B) It outweighs nutrition and healthcare.
- C) It impacts more on an individual than on a population.
- D) It plays a more significant role in females than in males.

53. What does Elio Riboli say about taller people?

- A) They tend to live longer.
- B) They enjoy an easier life.
- C) They generally risk fewer fatal diseases.
- D) They have greater expectations in life.

54. What do we learn about 18-year-olds in Uganda and Niger?

- A) They grow up slower than their peers in other countries.
- B) They are actually shorter than their earlier generations.
- C) They find it hard to bring their potential into full play.
- D) They have experienced many changes of government.

55. What does James Bentham suggest we do?

- A) Watch closely the global trend in children's development.
- B) Make sure that our children grow up to their full height.
- C) Try every means possible to improve our environment.
- D) Ensure our children grow up in an ideal environment.



Passage One

Questions 46 to 50 are based on the following passage.

Most kids grow up learning they cannot draw on the walls. But it might be time to unlearn that training - this summer, a group of culture addicts, artists and community organizers are inviting New Yorkers to write all over the walls of an old house on Governor's Island.

The project is called Writing On It All, and it's a participatory writing project and artistic experiment that has happened on Governor's Island every summer since 2013.

"Most of the participants are people who are just walking by or are on the island for other reasons, or they just kind of happen to be there," Alexandra Chasin, artistic director of Writing On It All, tells Smithsonian.com.

The 2016 season runs through June 26 and features sessions facilitated by everyone from dancers to domestic workers. Each session has a theme, and participants are given a variety of materials and prompts and asked to cover surfaces with their thoughts and art. This year, the programs range from one that turns the house into a collaborative essay to one that explores the meaning of exile.

Governor's Island is a national historic landmark district long used for military purposes. Now known as "New York's shared space for art and play," the island, which lies between Manhattan and Brooklyn in Upper New York Bay, is closed to cars but open to summer tourists who flock for festivals, picnics, adventures, as well as these "legal graffiti(□□)" sessions.

The notes and art scribbled(□□) on the walls are an experiment in self-expression. So far, participants have ranged in age from 2 to 85. Though Chasin says the focus of the work is on the activity of writing, rather than the text that ends up getting written, some of the work that comes out of the sessions has stuck with her.

"One of the sessions that moved me the most was state violence on black women and black girls," says Chasin, explaining that in one room, people wrote down the names of those killed because of it. "People do beautiful work and leave beautiful messages."

46. What does the project Writing On It All invite people to do?

- A) Unlearn their training in drawing.
- B) Participate in a state graffiti show.
- C) Cover the walls of an old house with graffiti.
- D) Exhibit their artistic creations in an old house.

47. What do we learn about the participants in the project?

- A) They are just culture addicts. B) They are graffiti enthusiasts.
 C) They are writers and artists. D) They are mostly passers-by.
48. What did the project participants do during the 2016 season?
 A) They were free to scribble on the walls whatever came to their mind.
 B) They expressed their thoughts in graffiti on the theme of each session.
 C) They learned the techniques of collaborative writing.
 D) They were required to cooperate with other creators.
49. What kind of place is Governor's Island?
 A) It is a historic site that attracts tourists and artists.
 B) It is an area now accessible only to tourist vehicles.
 C) It is a place in Upper New York Bay formerly used for exiles.
 D) It is an open area for tourists to enjoy themselves year round.
50. What does Chasin say about the project?
 A) It just focused on the sufferings of black females.
 B) It helped expand the influence of graffiti art.
 C) It has started the career of many creative artists.
 D) It has created some meaningful artistic works.

Passage Two

Questions 51 to 55 are based on the following passage.

Online programs to fight depression are already commercially available. While they sound efficient and cost-saving, a recent study reports that they are not effective, primarily because depressed patients are not likely to engage with them or stick with them.

The study looked at computer-assisted cognitive(□□□) behavioral therapy (CBT) and found that it was no more effective in treating depression than the usual care patients receive from a primary care doctor.

Traditional CBT is considered an effective form of talk therapy for depression, helping people challenge negative thoughts and change the way they think in order to change their mood and behaviors. However, online CBT programs have been gaining popularity, with the attraction of providing low-cost help wherever someone has access to a computer.

A team of researchers from the University of York conducted a randomized(□□□) control trial with 691 depressed patients from 83 physician practices across England. The patients were split into three groups: one group received only usual care from a physician while the other two groups received usual care from a physician plus one of two computerized CBT programs. Participants were balanced across the three groups for age, sex, educational background, severity and duration of depression, and use of antidepressants(□□□).

After four months, the patients using the computerized CBT programs had no improvement in depression levels over the patients who were only getting usual care from their doctors.

"It's an important, cautionary note that we shouldn't get too carried away with the idea that a computer system can replace doctors and therapists," says Christopher Dowrick, a professor of primary medical care at the University of Liverpool. "We do still need the human touch or the human interaction, particularly when people are depressed."

Being depressed can mean feeling "lost in your own small, negative, dark world," Dowrick says. Having a person, instead of a computer, reach out to you is particularly important in combating that sense of isolation. "When you're emotionally vulnerable, you're even more in need of a caring human being," he says.

51. What does the recent study say about online CBT programs?

- A) Patients may not be able to carry them through for effective cure.
- B) Patients cannot engage with them without the use of a computer.
- C) They can save patients trouble visiting physicians.
- D) They have been well received by a lot of patients.

52. What has made online CBT programs increasingly popular?

- A) Their effectiveness in combating depression.
- B) The low efficiency of traditional talk therapy.
- C) Their easy and inexpensive access by patients.
- D) The recommendation by primary care doctors.

53. What is the major finding by researchers at the University of York?

- A) Online CBT programs are no more effective than regular care from physicians.
- B) The process of treating depression is often more complicated than anticipated.
- C) The combination of traditional CBT and computerized CBT is most effective.
- D) Depression is a mental condition which is to be treated with extreme caution.

54. What is Professor Dowrick's advice concerning online CBT programs?

- A) They should not be neglected in primary care.
- B) Their effectiveness should not be overestimated.
- C) They should be used by strictly following instructions.
- D) Their use should be encouraged by doctors and therapists.

55. What is more important to an emotionally vulnerable person?

- A) A positive state of mind.
- B) Appropriate medication.
- C) Timely encouragement.
- D) Human interaction.

2019 □ 12 □

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Passage One

Questions 46 to 50 are based on the following passage.

Professor Ashok Goel of Georgia Tech developed an artificially intelligent teaching assistant to help handle the enormous number of student questions in the online class, Knowledge-Based Artificial Intelligence. This online course is a core requirement of Georgia Tech's online Master of Science in Computer Science program. Professor Goel already had eight teaching assistants, but that wasn't enough to deal with the overwhelming number of daily questions from students.

Many students drop out of online courses because of the lack of teaching support. When students feel isolated or confused and reach out with questions that go unanswered, their motivation to continue begins to fade. Professor Goel decided to do something to remedy this situation and his solution was to create a virtual assistant named Jill Watson, which is based on the IBM Watson platform.

Goel and his team developed several versions of Jill Watson before releasing her to the online forums. At first, the virtual assistant wasn't too great. But Goel and his team sourced the online discussion forum to find all the 40,000 questions that had ever been asked since the class was launched. Then they began to feed Jill with the questions and answers. After some adjustments and sufficient time, Jill was able to answer the students' questions correctly 97% of the time. The virtual assistant became so advanced and realistic that the students didn't know she was a computer. The students, who were studying artificial intelligence, were interacting with the virtual assistant and couldn't tell it apart from a real human being. Goel didn't inform them about Jill's true identity until April 26. The students were actually very positive about the experience.

The goal of Professor Goel's virtual assistant next year is to take over answering 40% of all the questions posed by students on the online forum. The name Jill Watson will, of course, change to something else next semester. Professor Goel has a much rosier outlook on the future of artificial intelligence

than, say, Elon Musk, Stephen Hawking, Bill Gates or Steve Wozniak.

46. What do we learn about Knowledge-Based Artificial Intelligence?

- A) It is a robot that can answer students' questions.
- B) It is a course designed for students to learn online.
- C) It is a high-tech device that revolutionizes teaching.
- D) It is a computer program that aids student learning.

47. What problem did Professor Goel meet with?

- A) His students were unsatisfied with the assistants.
- B) His course was too difficult for the students.
- C) Students' questions were too many to handle.
- D) Too many students dropped out of his course.

48. What do we learn about Jill Watson?

A) She turned out to be a great success. B) She got along pretty well with students.

C) She was unwelcomed to students at first. D) She was released online as an experiment.

49. How did the students feel about Jill Watson?

A) They thought she was a bit too artificial. B) They found her not as capable as expected.

C) They could not but admire her knowledge. D) They could not tell her from a real person.

50. What does Professor Goel plan to do next with Jill Watson?

A) Launch different versions of her online. B) Feed her with new questions and answers.

C) Assign her to answer more of students' questions.

D) Encourage students to interact with her more freely.

Passage Two

Questions 51 to 55 are based on the following passage.

Thinking small, being engaging, and having a sense of humor don't hurt. Those are a few of the traits of successful science crowdfunding efforts that emerge from a recent study that examined nearly 400 campaigns. But having a large network and some promotional skills may be more crucial.

Crowdfunding, raising money for a project through online appeals, has taken off in recent years for everything from making movies to producing water-saving gadgets. Scientists have tried to tap Internet donors, too, with mixed success. Some raised more than twice their goals, but others have fallen short of reaching even modest targets.

To determine what separates science crowdfunding triumphs from failures, a team led by science communications scholar Mike Schafer of the University

of Zurich examined the content of the webpages for 371 recent campaigns.

Four traits stood out for those that achieved their goals, the researchers report in Public Understanding of Science. For one, they use a crowdfunding platform that specializes in raising money for science, and not just any kind of project. Although sites like Kickstarter take all comers, platforms such as Experiment.com and Petridish.org only present scientific projects. For another, they present the project with a funny video because good visuals and a sense of humor improved success. Most of them engage with potential donors, since projects that answered questions from interested donors fared better. And they target a small amount of money. The projects included in the study raised \$4,000 on average, with 30% receiving less than \$1,000. The more money a project sought, the lower the chance it reached its goal, the researchers found.

Other factors may also significantly influence a project's success, most notably, the size of a scientist's personal and professional networks, and how much a researcher promotes a project on their own. Those two factors are by far more critical than the content on the page. Crowdfunding can be part of researchers' efforts to reach the public, and people give because "they feel a connection to the person" who is doing the fundraising - not necessarily to the science.

51. What do we learn about the scientists trying to raise money online for their projects?

- A) They did not raise much due to modest targets.
- B) They made use of mixed fundraising strategies.
- C) Not all of them achieved their anticipated goals.
- D) Most of them put movies online for the purpose.

52. What is the purpose of Mike Schafer's research of recent crowdfunding campaigns?

- A) To create attractive content for science websites.
- B) To identify reasons for their different outcomes.
- C) To help scientists to launch innovative projects.
- D) To separate science projects from general ones.

53. What trait contributes to the success of a crowdfunding campaign?

- A) The potential benefit to future generations.
- B) Its interaction with prospective donors.
- C) Its originality in addressing financial issues.
- D) The value of the proposed project.

54. What did the researchers think of the financial targets of crowdfunding projects?

- A) They should be small to be successful.
- B) They should be based on actual needs.
- C) They should be assessed with great care.
- D) They should be ambitious to gain notice.

55. What motivates people to donate in a crowdfunding campaign?

- A) The ease of access to the content of the webpage.
- B) Their desire to contribute to the cause of science.
- C) The significance and influence of the project itself.
- D) Their feeling of connection to the scientists themselves.

□□□

Passage One

Questions 46 to 50 are based on the following passage.

Textbooks represent an 11 billion dollar industry, up from \$8 billion in 2014. Textbook publisher Pearson is the largest publisher - of any kind - in the world.

It costs about \$1 million to create a new textbook. A freshman textbook will have dozens of contributors, from subject-matter experts through graphic and layout artists to expert reviewers and classroom testers. Textbook publishers connect professors, instructors and students in ways that alternatives, such as open e-textbooks and open educational resources, simply do not. This connection happens not only by means of collaborative development, review and testing, but also at conferences where faculty regularly decide on their textbooks and curricula for the coming year.

It is true that textbook publishers have recently reported losses, largely due to students renting or buying used print textbooks. But this can be chalked up to the excessively high cost of their books - which has increased over 1,000 percent since 1977. A restructuring of the textbook industry may well be in order. But this does not mean the end of the textbook itself.

While they may not be as dynamic as an iPad, textbooks are not passive or lifeless. For example, over the centuries, they have simulated(□□) dialogues in a number of ways. From 1800 to the present day, textbooks have done this by posing questions for students to answer inductively(□□□□). That means students are asked to use their individual experience to come up with answers to general questions. Today's psychology texts, for example, ask: "How much of your personality do you think you inherited?" while ones in physics say: "How can you predict where the ball you tossed will land?"

Experts observe that "textbooks come in layers, something like an onion." For an active learner, engaging with a textbook can be an interactive experience. Readers proceed at their own pace. They "customize" their books by engaging with different layers and linkages. Highlighting, Post-It notes, dog-ears and other techniques allow for further customization that students

value in print books over digital forms of books.

46. What does the passage say about open educational resources?

- A) They contribute to teaching as much as to learning.
- B) They don't profit as much as traditional textbooks do.
- C) They can't connect professors and students as textbooks do.
- D) They compete fiercely for customers with textbook producers.

47. What is the main cause of the publishers' losses?

- A) Failure to meet student need. B) Industry restructuring.
- C) Emergence of e-books. D) Falling sales.

48. What does the textbook industry need to do?

- A) Reform its structures. B) Cut its retail prices.
- C) Find replacements for printed textbooks. D) Change its business strategy periodically.

49. What are students expected to do in the learning process?

- A) Think carefully before answering each question.
- B) Ask questions based on their own understanding.
- C) Answer questions using their personal experience.
- D) Give answers showing their respective personality.

50. What do experts say about students using textbooks?

- A) They can digitalize the prints easily. B) They can learn in an interactive way.
- C) They can purchase customized versions. D) They can adapt the material themselves.

Passage Two

Questions 51 to 55 are based on the following passage.

When we think of animals and plants, we have a pretty good way of dividing them into two distinct groups: one converts sunlight into energy and the other has to eat food to make its energy. Well, those dividing lines come crashing down with the discovery of a sea slug(海蛞蝓) that's truly half animal and half plant. It's pretty incredible how it has managed to hijack the genes of the algae(藻类) on which it feeds.

The slugs can manufacture chlorophyll, the green pigment(色素) in plants that captures energy from sunlight, and hold these genes within their body. The term kleptoplasty is used to describe the practice of using hijacked genes to create nutrients from sunlight. And so far, this green sea slug is the only known animal that can be truly considered solar-powered, although some animals do exhibit some plant-like behaviors. Many scientists have studied the green sea slugs to confirm that they are actually able to create energy from sunlight.

In fact, the slugs use the genetic material so well that they pass it on to

their future generations. Their babies retain the ability to produce their own chlorophyll, though they can't generate energy from sunlight until they've eaten enough algae to steal the necessary genes, which they can't yet produce on their own.

"There's no way on earth that genes from an alga should work inside an animal cell," says Sidney Pierce from the University of South Florida. "And yet here, they do. They allow the animal to rely on sunshine for its nutrition. So if something happens to their food source, they have a way of not starving to death until they find more algae to eat."

The sea slugs are so good at gathering energy from the sun that they can live up to nine months without having to eat any food. They get all their nutritional needs met by the genes that they've hijacked from the algae.

51. What is the distinctive feature of a sea slug?

- A) It looks like both a plant and an animal.
- B) It converts some sea animals into plants.
- C) It lives half on animals and half on plants.
- D) It gets energy from both food and sunlight.

52. What enables the sea slug to live like a plant?

- A) The genes it captures from the sea plant algae.
- B) The mechanism by which it conserves energy.
- C) The nutrients it hijacks from other species.
- D) The green pigment it inherits from its ancestors.

53. What does the author say about baby sea slugs?

- A) They can live without sunlight for a long time.
- B) They can absorb sunlight right after their birth.
- C) They can survive without algae for quite some time.
- D) They can produce chlorophyll on their own.

54. What does Sidney Pierce say about genes from an alga?

- A) They are stolen from animals like the sea slug.
- B) They can't function unless exposed to sunlight.
- C) They don't usually function inside animal cells.
- D) They can readily be converted to sea slug genes.

55. What do we learn about sea slugs from the passage?

- A) They behave the way most plant species do.
- B) They can survive for months without eating.
- C) They will turn into plants when they mature.
- D) They will starve to death without sunlight.

Passage One

Questions 46 to 50 are based on the following passage.

The fifth largest city in US passed a significant soda tax proposal that will levy(□□) 1.5 cents per liquid ounce on distributors.

Philadelphia's new measure was approved by a 13 to 4 city council vote. It sets a new bar for similar initiatives across the country. It is proof that taxes on sugary drinks can win substantial support outside super-liberal areas. Until now, the only city to successfully pass and implement a soda tax was Berkeley, California, in 2014.

The tax will apply to regular and diet sodas, as well as other drinks with added sugar, such as Gatorade and iced teas. It's expected to raise \$410 million over the next five years, most of which will go toward funding a universal pre-kindergarten program for the city.

While the city council vote was met with applause inside the council room, opponents to the measure, including soda lobbyists, made sharp criticisms and a promise to challenge the tax in court.

"The tax passed today unfairly singles out beverages - including low - and no-calorie choices," said Lauren Kane, spokeswoman for the American Beverage Association. "But most importantly, it is against the law. So we will side with the majority of the people of Philadelphia who oppose this tax and take legal action to stop it."

An industry-backed anti-tax campaign has spent at least \$4 million on advertisements. The ads criticized the measure, characterizing it as a "grocery tax".

Public health groups applauded the approved tax as step toward fixing certain lasting health issues that plague Americans. "The move to recapture a small part of the profits from an industry that pushed a product that contributes to diabetes, obesity and heart disease in poorer communities in order to reinvest in those communities will sure be inspirational to many other places," said Jim Krieger, executive director of Healthy Food America. "Indeed, we are already hearing from some of them. It's not 'just Berkeley' anymore."

Similar measures in California's Albany, Oakland, San Francisco and Colorado's Boulder are becoming hot-button issues. Health advocacy groups have hinted that even more might be coming.

46. What does the passage say about the newly-approved soda tax in Philadelphia?

A) It will change the lifestyle of many consumers.

- B) It may encourage other US cities to follow suit.
 - C) It will cut soda consumption among low-income communities.
 - D) It may influence the marketing strategies of the soda business.
47. What will the opponents probably do to respond to the soda tax proposal?
- A) Bargain with the city council.
 - B) Refuse to pay additional tax.
 - C) Take legal action against it.
 - D) Try to win public support.
48. What did the industry-backed anti-tax campaign do about the soda tax proposal?
- A) It tried to arouse hostile feelings among consumers.
 - B) It tried to win grocers' support against the measure.
 - C) It kept sending letters of protest to the media.
 - D) It criticized the measure through advertising.
49. What did public health groups think the soda tax would do?
- A) Alert people to the risk of sugar-induced diseases.
 - B) Help people to fix certain long-time health issues.
 - C) Add to the fund for their research on diseases.
 - D) Benefit low-income people across the country.
50. What do we learn about similar measures concerning the soda tax in some other cities?
- A) They are becoming rather sensitive issues.
 - B) They are spreading panic in the soda industry.
 - C) They are reducing the incidence of sugar-induced diseases.
 - D) They are taking away a lot of profit from the soda industry.

Passage Two

Questions 51 to 55 are based on the following passage.

Popping food into the microwave for a couple of minutes may seem utterly harmless, and Europe's stock of these quick-cooking ovens emit as much carbon as nearly 7 million cars, a new study has found, and the problem is growing. With costs falling and kitchen appliances becoming "status" users, owners are throwing many microwaves after an average of eight years. This is pushing sales of new microwave which are expected to reach 135 million annually in the EU by the end of the decade.

A study by the University of Manchester worked out the emissions of carbon dioxide - the main greenhouse gas responsible for climate change - at every stage of microwaves, from manufacture to waste disposal. "It is electricity consumption by microwaves that has the biggest impact on the environment," say the authors, who also calculate that the emissions from using 19 microwaves over a year are the same as those from a car. According to the same study, efforts to reduce consumption should focus on improving

consumer awareness and behaviour to use appliances more efficiently. For example, electricity consumption by microwaves can be reduced by adjusting the time of cooking to the type of food."

However, David Reay, professor of carbon management argues that, although microwaves use a great deal of energy, their emissions are minor compared to those from cars. In the UK alone and these emit way more than all the emissions from microwaves in the EU. Backing this up, recent data show that passenger cars in the UK emitted 69m tonnes of CO₂ in 2015. This is 10 times the amount this new microwave oven study estimates for annual emissions for all the microwave ovens in the whole of the EU." further, the energy used by microwaves is lower than any other form of cooking. Among common kitchen appliances used for cooking, microwaves are the most energy efficient, followed by a stove and finally a standard oven. Thus, rising microwave sales could be seen as a positive thing.

51. What is the finding of the new study?

- A) Quick-cooking microwave ovens have become more popular.
- B) The frequent use of microwaves may do harm to our health.
- C) CO₂ emissions constitute a major threat to the environment.
- D) The use of microwaves emits more CO₂ than people think.

52. Why are the sales of microwaves expected to rise?

- A) They are becoming more affordable.
- B) They have a shorter life cycle than other appliances.
- C) They are getting much easier to operate.
- D) They take less time to cook than other appliances.

53. What recommendation does the study by the University of Manchester make?

- A) Cooking food of different varieties.
- B) Improving microwave users' habits.
- C) Eating less to cut energy consumption.
- D) Using microwave ovens less frequently.

54. What does Professor David Reay try to argue?

- A) There are far more emissions from cars than from microwaves.
- B) People should be persuaded into using passenger cars less often.
- C) The UK produces less CO₂ than many other countries in the EU.
- D) More data are needed to show whether microwaves are harmful.

55. What does Professor David Reay think of the use of microwaves?

- A) It will become less popular in the coming decades.
- B) It makes everyday cooking much more convenient.
- C) It plays a positive role in environmental protection.
- D) It consumes more power than conventional cooking.

2020 □ 6 □

2020 □ 7 □ (□ 2020 □ 6 □ □□□)

Passage One

Questions 46 to 50 are based on the following passage.

Passage Two

Questions 51 to 55 are based on the following passage.

It's late in the evening: time to close the book and turn off the computer. You're done for the day. What you may not realize, however, is that the learning process actually continues in your dreams.

It might sound like science fiction, but researchers are increasingly focusing on the relationship between the knowledge and skills our brains absorb during the day and the fragmented, often bizarre imaginings they generate at night. Scientists have found that dreaming about a task we've learned is associated with improved performance in that activity (suggesting that there's some truth to the popular notion that we're "getting" a foreign language once we begin dreaming in it). What's more, researchers are coming to recognize that dreaming is an essential part of understanding, organizing and retaining what we learn.

While we sleep, research indicates, the brain replays the patterns of activity it experienced during waking hours, allowing us to enter what one psychologist calls a neural(□□□) virtual reality. A vivid example of such replay can be seen in a video researchers made recently about sleep disorders. They taught a series of dance moves to a group of patients with conditions like sleep walking, in which the sleeper engages in the kind physical movement that does not normally occur during sleep. They then videotaped the subjects as they slept. Lying in bed, eyes closed, one female patient on the tape performs the dance moves she learned earlier.

This shows that while our bodies are at rest, our brains are drawing what's important from the information and events we've recently encountered, then integrating that data into the vast store of what we already know. In a 2010 study, researchers at Harvard Medical School reported that college students

who dreamed about a computer maze task they had learned showed a 10-fold improvement in their ability to find their way through the maze compared with participants who did not dream about the task.

Robert Stickgold, one of the Harvard researchers, suggests that studying right before bedtime or taking a nap following a study session in the afternoon might increase the odds of dreaming about the material. Think about that as your head hits the pillow tonight.

51. What is scientists' finding about dreaming?

- A. It involves disconnected, weird images.
- B. It resembles fragments of science fiction.
- C. Dreaming about a learned task betters its performance.
- D. Dreaming about things being learned disturbs one's sleep.

52. What happens when one enters a dream state?

- A. The body continues to act as if the sleeper were awake.
- B. The neural activity of the brain will become intensified.
- C. The brain behaves as if it were playing a virtual reality video game.
- D. The brain once again experiences the learning activities of the day.

53. What does the brain do while we are sleeping?

- A. It systematizes all the data collected during the day.
- B. It substitutes old information with new data.
- C. It processes and absorbs newly acquired data.
- D. It classifies information and places it in different files.

54. What does Robert Stickgold suggest about enhancing learning?

- A. Having a little sleep after studying in the day.
- B. Staying up late before going to bed.
- C. Having a dream about anything.
- D. Thinking about the odds of dreaming about the material.

55. What can be inferred about dreaming from the passage?

- A. We may enhance our learning through dreaming.
- B. Dreaming improves your language ability.
- C. All sleepwalkers perform dance moves when they are sleeping.
- D. Taking a nap after learning can help you find the way through the maze.

2020 9 月 11 日 (星期六)

Passage One

Questions 46 to 50 are based on the following passage.

Americans spend billions of dollars each year trying to change their weight with diets, gym memberships and plastic surgery.

Trying to live up to the images of "perfect" models and movie heroes has a dark side: anxiety, depression, as well as unhealthy strategies for weight loss or muscle gain. It also has a financial cost. Having an eating disorder boosts annual health care costs by nearly US \$2,000 per person.

Why is there both external and internal pressure to look "perfect"? One reason is that society rewards people who are thin and healthy-looking. Researchers have shown that body mass index is related to wages and income. Especially for women, there is a clear penalty at work for being overweight or obese. Some studies have also found an impact for men, though a less noticeable one.

While the research literature is clear that labor market success is partly based on how employers and customers perceive your body image, no one had explored the other side of the question. Does a person's own perception of body image matter to earnings and other indicators of success in the workplace?

Our recently published study answered this question by tracking a large national random sample of Americans over a critical time period when bodies change from teenage shape into adult form and when people build their identities.

As in other research, women in our sample tend to over-perceive their weight they think they're heavier than they are while men tend to under-perceive theirs.

We found no relationship between the average person's self-perception of weight and labor market outcomes, although self-perceived weight can influence self-esteem(自尊), mental health and health behaviors.

While the continued gender penalty in the labor market is frustrating, our finding that misperceived weight does not harm workers is more heartening.

Since employers' perception of weight is what matters in the labor market, changing discrimination laws to include body type as a category would help. Michigan is the only state that prohibits discrimination on the basis of weight and height. We believe expanding such protections would make the labor market more fair and efficient.

46. What does the author say may have an adverse impact on people?

- A. Undergoing plastic surgeries in pursuit of beauty.
- B. Imitating the lifestyles of heroes and role models.
- C. Striving to achieve perfection regardless of financial cost.
- D. Attempting to meet society's expectation of appearance.

47. What have researchers found out about people's earnings?

- A. They are closely related to people's social status.
- B. They have to do with people's body weight and shape.
- C. They seem to matter much less to men than to women.
- D. They may not be equal to people's contributions.

48. What does the author's recent study focus on?

- A. Previous literature on indicators of competitiveness in the workplace.

- B. Traits that matter most in one's pursuit of success in the labor market.
 - C. Whether self-perception of body image impacts one's workplace success.
 - D. How bosses' perception of body image impacts employees' advancement.
49. What is the finding of the author's recent research?
- A. Being overweight actually does not do much harm to the overall well-being of employees.
 - B. People are not adversely affected in the workplace by false self-perception of body weight.
 - C. Self-esteem helps to combat gender inequality in the workplace.
 - D. Gender inequality continues to frustrate a lot of female employees.
50. What does the author think would help improve the situation in the labor market?
- A. Banning discrimination on the basis of employees' body image.
 - B. Expanding protection of women against gender discrimination.
 - C. Helping employees change their own perception of beauty.
 - D. Excluding body shape as a category in the labor contract.

Passage Two

Questions 51 to 55 are based on the following passage.

The work-life balance is dead. By this, I'm not advocating that you should give up your pursuit of having a fulfilling career and a thriving personal life, and I'm definitely not saying that you have to give up one to have the other. I also acknowledge that we have a work-life problem, but I'm arguing that the concept of balance has never been helpful, because it's too limiting. You see, our language makes a difference, and how we refer to things matters because it affects our thinking and therefore our actions.

At the minimum, most of us work because we want to be able to support ourselves, our families, and the people around us. In the ideal world, we're all doing work that we're proud of and that provides meaning and purpose to us. But even if your job doesn't give you shivers of joy each new day, working is a part of what each of us does and the contribution we make to society. When you separate work and life, it's a little bit harder to make that connection. But when you think of work as part of a full life and a complete experience, it becomes easier to see that success in one aspect often supports another.

Losing your balance and falling isn't pleasant. A goal to balance suggests that things could quickly get off balance, and that causes terrible outcomes. It's more constructive to think of solutions that continue to evolve over shifts in life and work. Rather than falling or failing, you may have good days or better days or not-so-good days. These variations are normal, and it's more useful to think of life as something that is ever evolving and changing, rather

than a high-risk enterprise where things could go wrong with one misstep.

How we talk to ourselves matters, and how we talk about issues makes a difference. Let's bury "work-life balance" and think bigger and better about work-life fulfillment to do a little less balancing and a lot more living.

51. What does the author suggest by saying "The work-life balance is dead"?

- A. The hope of achieving a thriving life is impossible to realize.
- B. The pursuit of a fulfilling career involves personal sacrifice.
- C. The imbalance between work and life simply doesn't exist anymore.
- D. The concept of work-life balance contributes little to a fulfilling life.

52. What does the author say about our use of language?

- A. It impacts how we think and behave.
- B. It changes with the passage of time.
- C. It reflects how we communicate.
- D. It differs from person to person.

53. What does the author say we do in an ideal world?

- A. We do work that betters the lives of our families and friends.
- B. We do work that gives us bursts of joy each new day.
- C. We do meaningful work that contributes to society.
- D. We do demanding work that brings our capacity into full play.

54. What does the author say about life?

- A. It is cyclical.
- B. It is dynamic.
- C. It is fulfilling.
- D. It is risky.

55. What does the author advise us to do?

- A. Make life as simple as possible.
- B. Talk about balance in simpler terms.
- C. Balance life and work in a new way.
- D. Strive for a more fulfilling life.

2020 9 月 6 日

Passage One

Questions 46 to 50 are based on the following passage.

When is cleaning walls a crime? When you're doing it to create art, obviously. A number of street artists around the world have started expressing themselves through a practice known as reverse graffiti(反向涂鸦). They find dirty surfaces and paint them with images or messages using cleaning brushes or pressure hoses(高压水枪). Either way, it's the same principle: the image is made by cleaning away the dirt. Each artist has their own individual style but all artists share a common aim: to draw attention to the pollution in our cities. The UK's Paul Curtis, better known as Moose, operates around Leeds and London and has been commissioned by a number of companies to make reverse graffiti advertisements.

Brazilian artist, Alexandre Orion, turned one of Sao Paulo's transport tunnels into an amazing wall painting in 2006 by getting rid of the dirt. Made up of a series of white skulls(□□), the painting reminds drivers of the effect their pollution is having on the planet. "Every motorist sits in the comfort of their car, but they don't give any consideration to the price their comfort has for the environment and consequently for themselves," says Orion.

The anti-pollution message of the reverse graffiti artists confuses city authorities since the main argument against graffiti is that it spoils the appearance of both types of property: public and private. This was what Leeds City Council said about Moose's work: "Leeds residents want to live in clean and attractive neighbourhoods. We view this kind of advertising as environmental damage and will take strong action against it." Moose was ordered to "clean up his act." How was - he supposed to do this: by making all property he had cleaned dirty again?

As for the Brazilian artist's work, the authorities were annoyed but could find nothing to charge him with. They had no other option but to clean the tunnel - but only the parts Alexandre had already cleaned. The artist merely continued his campaign on the other side. The city officials then decided to take drastic action. They not only cleaned the whole tunnel but every tunnel in Sao Paulo.

46. What do we learn from the passage about reverse graffiti?

- A. It uses paint to create anti-pollution images.
- B. It creates a lot of trouble for local residents.
- C. It causes lots of distraction to drivers.
- D. It turns dirty walls into artistic works.

47. What do reverse graffiti artists try to do?

- A. Publicise their artistic pursuit.
- B. Beautify the city environment.
- C. Raise public awareness of environmental pollution.
- D. Express their dissatisfaction with local governments.

48. What do we learn about Brazilian artist Alexandre Orion?

- A. He was good at painting white skulls.
- B. He chose tunnels to do his graffiti art.
- C. He suggested banning all polluting cars.
- D. He was fond of doing creative artworks.

49. What does the author imply about Leeds City Council's decision?

- A. It is simply absurd.
- B. It is well-informed.
- C. It is rather unexpected.
- D. It is quite sensible.

50. How did Sao Paulo city officials handle Alexandre Orion's reverse graffiti?

- A. They made him clean all the tunnels in Sao Paulo.
- B. They took drastic action to ban all reverse graffiti.
- C. They charged him with polluting tunnels in the city.
- D. They made it impossible for him to practice his art.

Passage Two

Questions 51 to 55 are based on the following passage.

The practice of paying children an allowance became popular in America about 100 years ago. Nowadays, American kids on average receive about \$800 per year in allowance. But the vast majority of American parents who pay allowance tie it to the completion of housework. Although many parents believe that paying an allowance for completing chores benefits their children, a range of experts expressed concern that tying allowance very closely to chores may not be ideal. In fact, the way chores work in many households worldwide points to another way.

Suniya Luthar, a psychologist, is against paying kids for chores. Luthar is not opposed to giving allowances, but she thinks it's important to establish that chores are done not because they will lead to payment, but because they keep the household running. Luthar's suggested approach to allowance is compatible with that of writer Ron Lieber, who advises that allowances be used as a means of showing children how to save, give, and spend on things they care about. Kids should do chores, he writes, "for the same reason adults do, because the chores need to be done, and not with the expectation of compensation."

This argument has its critics, but considering the way chores are undertaken around the world may change people's thinking. Professor David Lancy of Utah State University has studied how families around the world handle chores. At about 18 months of age, Lancy says, most children become eager to help their parents, and in many cultures, they begin helping with housework at that age. They begin with very simple tasks, but their responsibilities gradually increase. And they do these tasks without payment. Lancy contrasts this with what happens in America. "We deny our children's bids to help until they are 6 or 7 years old," Lancy says, "when many have lost the desire to help and then try to motivate them with payment. The solution to this problem is not to try to use money as an incentive to do housework, but to get children involved in housework much earlier, when they actually want to do it."

51. What do some experts think about paying children for doing chores?

- A. It may benefit children in more ways than one.
- B. It may help children learn the worth of labor.
- C. It may not turn out to be the best thing to do.
- D. It may not be accepted by low-income parents.

52. According to Suniya Luthar, doing chores will help children learn to _____.

- A. share family responsibilities
- B. appreciate the value of work
- C. cultivate the spirit of independence
- D. manage domestic affairs themselves

53. What does Ron Lieber think should be the goal of giving children allowances?

- A. To help to strengthen family ties.
- B. To teach them how to manage money.
- C. To motivate them to do more housework.
- D. To show parents' appreciation of their help.

54. What does David Lancy say about 18-month-olds?

- A. They have a natural instinct to help around the house.
- B. They are too young to request money for what they do.
- C. They should learn to understand family responsibilities.
- D. They need a little incentive to get involved in housework.

55. What does David Lancy advise American parents to do?

- A. Set a good example for children in doing housework.
- B. Make children do housework without compensation.
- C. Teach children how to do housework.
- D. Accept children's early bids to help.

2020 □ 12 □

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Passage One

Questions 46 to 50 are based on the following passage.

Three children in every classroom have a diagnosable mental health condition. Half of these are behavioral disorders, while one third are emotional disorders such as stress, anxiety and depression, which often become outwardly apparent through self-harm. There was an astonishing 52 per cent jump in hospital admissions for children and young people who had harmed themselves between 2009 and 2015.

Schools and teachers have consistently reported the scale of the problem since 2009. Last year, over half of teachers reported that more of their pupils experience mental health problems than in the past. But teachers also consistently report how ill-equipped they feel to meet pupils' mental health needs, and often cite a lack of training, expertise and support from the National Health Service(□□□□□□□□□□).

Part of the reason for the increased pressure on schools is that there are now fewer 'early intervention(□□)' and low-level mental health services based in the community. Cuts to local authority budgets since 2010 have resulted in a significant decline of these services, despite strong evidence of their effectiveness in preventing crises further down the line.

The only way to break the pressures on both mental health services and schools is to reinvest in early intervention services inside schools.

There are strong arguments for why schools are best placed to provide mental health services. Schools see young people more than any other service, which gives them a unique ability to get to hard-to-reach children and young people and build meaningful relationships with them over time. Recent studies have shown that children and young people largely prefer to see a counsellor in school rather than in an outside environment. Young people have reported that for low-level conditions such as stress and anxiety, a clinical setting can sometimes be daunting(□□□□□).

There are already examples of innovative schools which combine mental health and wellbeing provision with a strong academic curriculum. This will,

though, require a huge cultural shift. Politicians, policymakers, commissioners and school leaders must be brave enough to make the leap towards reimagining schools as providers of health as well as education services.

46. What are teachers complaining about?

- A) There are too many students requiring special attention.
- B) They are under too much stress counselling needy students.
- C) Schools are inadequately equipped to implement any intervention.
- D) They lack the necessary resources to address pupils' mental problems.

47. What do we learn from the passage about community health services in Britain?

- A) They have deteriorated due to budget cuts.
- B) They facilitate local residents' everyday lives.
- C) They prove ineffective in helping mental patients.
- D) They cover preventative care for the local residents.

48. Where does the author suggest mental health services be placed?

- A) At home. B) At school. C) In hospitals. D) In communities.

49. What do we learn from the recent studies?

- A) Students prefer to rely on peers to relieve stress and anxiety.
- B) Young people are keen on building meaningful relationships.
- C) Students are more comfortable seeking counselling in school.
- D) Young people benefit from various kinds of outdoor activities.

50. What does the author mean by a cultural shift (Lines 2-3, Para. 6)?

- A) Simplification of schools' academic curriculums.
- B) Parents' involvement in schools' policy-making.
- C) A change in teachers' attitudes to mental health.
- D) A change in the conception of what schools are.

Passage Two

Questions 51 to 55 are based on the following passage.

Picture this: You're at a movie theater food stand loading up on snacks. You have a choice of a small, medium or large soda. The small is \$3.50 and the large is \$5.50. It's a tough decision: The small size may not last you through the whole movie, but \$5.50 for some sugary drink seems ridiculous. But there's a third option, a medium soda for \$5.25. Medium may be the perfect amount of soda for you, but the large is only a quarter more. If you're like most people, you end up buying the large (and taking a bathroom break midshow).

If you're wondering who would buy the medium soda, the answer is almost no one. In fact, there's a good chance the marketing department purposely priced the medium soda as a decoy(□□), making you more likely to

buy the large soda rather than the small.

I have written about this peculiarity in human nature before with my friend Dan Ariely, who studied this phenomenon extensively after noticing pricing for subscriptions() to The Economist. The digital subscription was \$59, the print subscription was \$125, and the print plus digital subscription was also \$125. No one in their right mind would buy the print subscription when you could get digital as well for the same price, so why was it even an option? Ariely ran an experiment and found that when only the two "real" choices were offered, more people chose the less-expensive digital subscription. But the addition of the bad option made people much more likely to choose the more expensive print plus digital option.

Brain scientists call this effect "asymmetric dominance" and it means that people gravitate toward the choice nearest a clearly inferior option. Marketing professors call it the decoy effect, which is certainly easier to remember. Lucky for consumers, almost no one in the business community understands it.

The decoy effect works because of the way our brains assign value when making choices. Value is almost never absolute; rather, we decide an object's value relative to our other choices. If more options are introduced, the value equation changes.

51. Why does the author ask us to imagine buying food in the movie theater?

- A) To illustrate people's peculiar shopping behavior.
- B) To illustrate the increasing variety of snacks there.
- C) To show how hard it can be to choose a drink there.
- D) To show how popular snacks are among movie fans.

52. Why is the medium soda priced the way it is?

- A) To attract more customers to buy it.
- B) To show the price matches the amount.
- C) To ensure customers drink the right amount of soda.
- D) To make customers believe they are getting a bargain.

53. What do we learn from Dan Ariely's experiment?

- A) Lower-priced goods attract more customers.
- B) The Economist's promotional strategy works.
- C) The Economist's print edition turns out to sell the best.
- D) More readers choose the digital over the print edition.

54. For what purpose is "the bad option" (Line 7, Para. 3) added?

- A) To cater to the peculiar needs of some customers.
- B) To help customers to make more rational choices.
- C) To trap customers into buying the more pricey item.
- D) To provide customers with a greater variety of goods.

55. How do we assess the value of a commodity, according to the passage?

- A) By considering its usefulness.
- B) By comparing it with other choices.
- C) By taking its quality into account.
- D) By examining its value equation.



Passage One

Questions 46 to 50 are based on the following passage.

Boredom has, paradoxically, become quite interesting to academics lately. In early May, London's Boring Conference celebrated seven years of delighting in dullness. At this event, people flocked to talks about weather, traffic jams, and vending-machine sounds, among other sleep-inducing topics.

What, exactly, is everybody studying? One widely accepted psychological definition of boredom is "the distasteful experience of wanting, but being unable, to engage in satisfying activity." But how can you quantify a person's boredom level and compare it with someone else's? In 1986, psychologists introduced the Boredom Proneness Scale, designed to measure an individual's overall tendency to feel bored. By contrast, the Multidimensional State Boredom Scale, developed in 2008, measures a person's feelings of boredom in a given situation.

Boredom has been linked to behavior issues including inattentive driving, mindless snacking, excessive drinking, and addictive gambling. In fact, many of us would choose pain over boredom. One team of psychologists discovered that two-thirds of men and a quarter of women would rather self-administer electric shocks than sit alone with their thoughts for 15 minutes. Researching this phenomenon, another team asked volunteers to watch boring, sad, or neutral films, during which they could self-administer electric shocks. The bored volunteers shocked themselves more and harder than the sad or neutral ones did.

But boredom isn't all bad. By encouraging self-reflection and daydreaming, it can spur creativity. An early study gave participants abundant time to complete problem-solving and word association exercises. Once all the obvious answers were exhausted, participants gave more and more inventive answers to combat boredom. A British study took these findings one step further, asking subjects to complete a creative challenge (coming up with a list of alternative uses for a household item). One group of subjects did a boring activity first, while the others went straight to the creative task. Those whose boredom pumps had been primed were more productive.

In our always-connected world, boredom may be a hard-to-define state, but it is a fertile one. Watch paint dry or water boil, or at least put away your smartphone for a while, and you might unlock your next big idea.

46. What are people likely to experience boredom, according to an accepted psychological definition?

- A) When they don't have the chance to do what they want.
 - B) When they don't enjoy the materials they are studying.
 - C) When they experience something unpleasant.
 - D) When they engage in some routine activities.
47. What does the author say boredom can lead to?
- A) Determination. B) Concentration. C) Mental deterioration. D) Harmful conduct.
48. What is the finding of one team of psychologists in their experiment?
- A) Volunteers prefer watching a boring movie to sitting alone deliberating.
 - B) Many volunteers choose to hurt themselves rather than endure boredom.
 - C) Male volunteers are more immune to the effects of boredom than females.
 - D) Many volunteers are unable to resist boredom longer than fifteen minutes.
49. Why does the author say boredom isn't all bad?
- A) It stimulates memorization. B) It allows time for relaxation.
 - C) It may promote creative thinking. D) It may facilitate independent learning.
50. What does the author suggest one do when faced with a challenging problem?
- A) Stop idling and think big. B) Unlock one's smartphone.
 - C) Look around oneself for stimulation. D) Allow oneself some time to be bored.

Passage Two

Questions 51 to 55 are based on the following passage.

Forests in countries like Brazil and the Congo get a lot of attention from environmentalists, and it is easy to see why. South America and sub-Saharan Africa are experiencing deforestation on an enormous scale: every year almost 5 million hectares are lost. But forests are also changing in rich Western countries. They are growing larger, both in the sense that they occupy more land and that the trees in them are bigger. What is going on?

Forests are spreading in all Western countries, with the fastest growth in places that historically had rather few trees. In 1990 28% of Spain was forested; now the proportion is 37%. In both Greece and Italy, the growth was from 26% to 32% over the same period. Forests are gradually taking more land in America and Australia. Perhaps most astonishing is the trend in Ireland. Roughly 1% of that country was forested when it became independent in 1922. Now forests cover 11% of the land, and the government wants to push the proportion to 18% by the 2040s.

Two things are fertilising this growth. The first is the abandonment of farmland, especially in high, dry places where nothing grows terribly well. When farmers give up trying to earn a living from farming or herding, trees

simply move in. The second is government policy and subsidy. Throughout history, governments have protected and promoted forests for diverse reasons, ranging from the need for wooden warships to a desire to promote suburban house-building. Nowadays forests are increasingly welcome because they suck in carbon pollution from the air. The justifications change; the desire for more trees remains constant.

The greening of the West does not delight everyone. Farmers complain that land is being taken out of use by generously subsidized tree plantations. Parts of Spain and Portugal suffer from terrible forest fires. Others simply dislike the appearance of forests planted in neat rows. They will have to get used to the trees, however. The growth of Western forests seems almost as unstoppable as deforestation elsewhere.

51. What is catching environmentalists' attention nowadays?

- A) Rich countries are stripping poor ones of their resources.
- B) Forests are fast shrinking in many developing countries.
- C) Forests are eating away the fertile farmland worldwide.
- D) Rich countries are doing little to address deforestation.

52. Which countries have the fastest forest growth?

- A) Those that have newly achieved independence.
- B) Those that have the greatest demand for timber.
- C) Those that used to have the lowest forest coverage.
- D) Those that provide enormous government subsidies.

53. What has encouraged forest growth historically?

- A) The government's advocacy.
- B) The use of wood for fuel.
- C) The favourable climate.
- D) The green movement.

54. What accounts for our increasing desire for forests?

- A) Their unique scenic beauty.
- B) Their use as fruit plantations.
- C) Their capability of improving air quality.
- D) Their stable supply of building materials.

55. What does the author conclude about the prospects of forestation?

- A) Deserts in sub-Saharan Africa will diminish gradually.
- B) It will play a more and more important role in people's lives.
- C) Forest destruction in the developing world will quickly slow down.
- D) Developed and developing countries are moving in opposite directions.



Passage One

Questions 46 to 50 are based on the following passage.

A growing number of U.S. bike riders are attracted to electric bikes for convenience, health benefits and their fun factor. Although ebikes first appeared in the 90s, cheaper options and longer lasting batteries are breathing new life into the concept.

Established bike companies and startups are embracing ebikes to meet demand. About 34 million ebikes were sold worldwide last year, according to data from eCycle Electric Consultants. Most were sold in Europe and China, where the bikes already have exploded in popularity. Recently, the U.S. market has grown to 263,000 bikes, a 25% gain from the prior year.

The industry is benefiting from improved batteries as suppliers over the years developed technology for laptops, smartphones and electric cars. In 2004, the price of batteries used on ebikes fell, spurring European sales.

But lower cost options are emerging, too. This month, three U.S. bikeshare companies, Motivate, LimeBike and Spin, announced electric bicycles will be added to their fleets. New York based Jump Bikes is already operating an electric bikeshare in Washington D.C., and is launching in San Francisco Thursday. Rides cost \$2 for 30 minutes.

The system works like existing dockless bikeshare systems, where riders unlock bikes through a smartphone app. "This is the beginning of a long-term shift away from regular pedal(□□) to electric bikes," said Jump Bikes CEO Ryan Rzepecki. "When people first jump on an ebike, their face lights up. It's exciting and joyful in a way that you don't get from a regular bike."

Two years ago, CEO Chris Cocalis of Pivot Cycles, which sells high-end mountain bikes, found that U.S. bike shops weren't interested in stocking ebikes. Some retailers warned Cocalis that they'd drop the brand if it came out with an electric bike.

Now that sales are taking off, the vast majority of bike dealers are asking Cocalis when he'll make an ebike available. "There's tremendous opportunity to get a generation of people for whom suffering isn't their thing," Cocalis said. "Ebikes riders get the enjoyable part of cycling without the massive suffering of climbing huge hills."

46. What do we learn from the passage about ebikes?

- A) Their health benefits and fun values outweigh their cost.
- B) They did not catch public attention in the United States until the 1990s.
- C) They did not become popular until the emergence of improved batteries.

- D) Their widespread use is attributable to people's environmental awareness.
47. What brought about the boost in ebike sales in Europe at the beginning of the century?
- A) Updated technology of bike manufacture. B) The falling prices of ebike batteries.
- C) Changed fashion in short-distance travel. D) The rising costs for making electric cars.
48. What is the prospect of the bike industry according to Ryan Rzepecki?
- A) More will be invested in bike battery research. B) The sales of ebikes will increase.
- C) It will profit from ebike sharing. D) It will make a difference in people's daily lives.
49. What prevented Chris Cocalis from developing ebikes sooner?
- A) Retailers' refusal to deal in ebikes. B) High profits from conventional bikes.
- C) Users' concern about risks of ebike riding. D) His focus on selling costly mountain bikes.
50. What makes Chris Cocalis believe there is a greater opportunity for ebike sales?
- A) The further lowering of ebikes prices. B) The public's concern for their health.
- C) The increasing interest in mountain climbing.
- D) The younger generation's pursuit of comfortable riding.

Passage Two

Questions 51 to 55 are based on the following passage.

The terms "global warming" and "climate change" are used by many, seemingly interchangeably. But do they really mean the same thing?

Scientists shaped the history of the terms while attempting to accurately describe how humans continue to alter the planet. Later, political strategists adopted the terms to influence public opinion.

In 1975, geochemist Wallace Broecker introduced the term "climate change" in an article published by Science. In 1979, a National Academy of Sciences report used the term "global warming" to define increases in the Earth's average surface temperature, while "climate change" more broadly referred to the numerous effects of this increase, such as sea-level rise and ocean acidification(□□).

During following decades, some industrialists and politicians launched a campaign to sow doubt in the minds of the American public about the ability of fossil-fuel use, deforestation and other human activities to influence the planet's climate.

Word use played a critical role in developing that doubt. For example, the language and polls expert Frank Luntz wrote a memo encouraging the use of "climate change" because the phrase sounded less scary than "global warming," reported the Guardian.

However, Luntz's recommendation wasn't necessary. A Google Ngram Viewer chart shows that by 1993 climate change was already more commonly used in books than global warming. By the end of the next decade both words were used more frequently, and climate change was used nearly twice as often as global warming.

NASA used the term "climate change" because it more accurately reflects the wide range of changes to the planet caused by increasing amounts of greenhouse gases in the atmosphere.

The debate isn't new. A century ago, chemist Svante Arrhenius started one of the first debates over the potential for humans to influence the planet's climate. Arrhenius calculated the capability of carbon dioxide to trap heat in the Earth's atmosphere, but other chemists disagreed. Some argued that humans weren't producing enough greenhouse gases, while others claimed the effects would be tiny. Now, of course, we know that whatever you call it, human behavior is warming the planet, with grave consequences ahead.

51. Why did politicians use the two terms "global warming" and "climate change"?

- A) To sway public opinion of the impact of human activities on Earth.
- B) To more accurately describe the consequences of human activities.
- C) To win more popular votes in their campaign activities.
- D) To assure the public of the safety of existing industries.

52. As used in National Academy of Sciences report, the term "climate change" differs from "global warming" in that _____.

- A) it sounds less vague B) it looks more scientific
- C) it covers more phenomena D) it is much closer to reality

53. What did industrialists of the late 20th century resort to in order to mislead Americans?

- A) Made-up survey results. B) Hired climate experts.
- C) False research findings. D) Deliberate choice of words.

54. Why did NASA choose the term "climate change"?

- A) To obtain more funds. B) For greater precision. C) For political need. D) To avoid debate.

55. What is the author's final conclusion?

- A) Global warming is the more accurate term.
- B) Accuracy of terminology matters in science.
- C) Human activities have serious effects on Earth.
- D) Politics interferes with serious scientific debate.

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Passage One

Questions 46 to 50 are based on the following passage.

Educators and business leaders have more in common than it may seem. Teachers want to prepare students for a successful future. Technology companies have an interest in developing a workforce with the STEM (science, technology, engineering and math) skills needed to grow the company and advance the industry. How can they work together to achieve these goals? Play may be the answer.

Focusing on STEM skills is important, but the reality is that STEM skills are enhanced and more relevant when combined with traditional, hands-on creative activities. This combination is proving to be the best way to prepare today's children to be the makers and builders of tomorrow. That is why technology companies are partnering with educators to bring back good, old-fashioned play.

In fact many experts argue that the most important 21st-century skills aren't related to specific technologies or subject matter, but to creativity; skills like imagination, problem-finding and problem-solving, teamwork, optimism, patience and the ability to experiment and take risks. These are skills acquired when kids tinker(□□□□). High-tech industries such as NASA's Jet Propulsion Laboratory have found that their best overall problem solvers were master tinkerers in their youth.

There are cognitive(□□□) benefits of doing things the way we did as children - building something, tearing it down, then building it up again. Research shows that given 15 minutes of free play, four- and five-year-olds will spend a third of this time engaged in spatial, mathematical, and architectural activities. This type of play - especially with building blocks - helps children discover and develop key principles in math and geometry.

If play and building are critical to 21st-century skill development, that's really good news for two reasons: Children are born builders, makers, and creators, so fostering(□□) 21st-century skills may be as simple as giving kids room to play, tinker and try things out, even as they grow older. Secondly, it

doesn't take 21st-century technology to foster 21st-century skills. This is especially important for under-resourced schools and communities. Taking whatever materials are handy and tinkering with them is a simple way to engage those important "maker" skills. And anyone, anywhere, can do it.

46. What does the author say about educators?

- A) They seek advice from technology companies to achieve teaching goals.
- B) They have been successful in preparing the workforce for companies.
- C) They help students acquire the skills needed for their future success.
- D) They partner with technology companies to enhance teaching efficiency.

47. How can educators better develop students' STEM skills, according to the author?

- A) By blending them with traditional, stimulating activities.
- B) By inviting business leaders to help design curriculums.
- C) By enhancing students' ability to think in a critical way.
- D) By showing students the best way to learn is through play.

48. How do children acquire the skills needed for the 21st century?

- A) By engaging in activities involving specific technologies.
- B) By playing with things to solve problems on their own.
- C) By familiarizing themselves with high-tech gadgets.
- D) By mastering basic principles through teamwork.

49. What can we do to help children learn the basics of math and geometry?

- A) Stimulate their interest as early as possible.
- B) Spend more time playing games with them.
- C) Encourage them to make things with hands.
- D) Allow them to tinker freely with calculators.

50. What does the author advise disadvantaged schools and communities to do?

- A) Train students to be makers to meet future market demands.
- B) Develop students' creative skills with the resources available.
- C) Engage students with challenging tasks to foster their creativity.
- D) Work together with companies to improve their teaching facilities.

Passage Two

Questions 51 to 55 are based on the following passage.

Being an information technology, or IT, worker is not a job I envy. They are the ones who, right in the middle of a critical meeting, are expected to instantly fix the projector that's no longer working. They have to tolerate the bad tempers of colleagues frustrated at the number of times they've had to call the help desk for the same issue. They are also the ones who know there are systems that are more powerful, reliable and faster, but their employer

simply will not put up the funds to buy them.

According to a recent survey, employees who have a job reliant on IT support consider IT a major source of job dissatisfaction. Through no fault of their own, they can suddenly find their productivity deteriorating or quality control non-existent. And there's little they can do about it.

The experience of using IT penetrates almost the entire work field. It has become a crucial part of employees' overall work experience. When IT is operating as it should, employee self-confidence swells. Their job satisfaction, too, can surge when well-functioning machines relieve them of dull tasks or repetitive processes. But if there's one thing that triggers widespread employee frustration, it's an IT transformation project gone wrong, where swollen expectations have been popped and a long list of promised efficiencies have been reversed. This occurs when business leaders implement IT initiatives with little consideration of how those changes will impact the end user.

Which is why managers should appreciate just how influential the IT user experience is to their employees, and exert substantial effort in ensuring their IT team eliminates programming errors and application crashes. Adequate and timely IT support should also be available to enable users to cope with technological issues at work. More importantly, IT practitioners need to understand what employees experience mentally when they use IT.

Therefore, businesses need to set up their IT infrastructure so that it is designed to fit in with their employees' work, rather than adjust their work to fit in with the company's IT limitations.

51. What does the author say about working in IT?

- A) It is envied by many. B) It does not appeal to him.
- C) It is financially rewarding. D) It does not match his abilities.

52. What is the finding of a recent survey on employees who have a job reliant on IT support?

- A) IT helps boost productivity. B) IT helps improve quality control.
- C) Many employees are deeply frustrated by IT.
- D) Most employees rely heavily on IT in their work.

53. What is said to happen when IT is functioning properly?

- A) There is a big boost in employees' work efficiency.
- B) Employees become more dependent on machines.
- C) There are no longer any boring or repetitive tasks.
- D) Employees become more confident in their work.

54. What should business leaders do before implementing new IT initiatives?

- A) Consider the various expectations of their customers.
- B) Draw up a list of the efficiencies to be promised.
- C) Assess the swollen cost of training the employees.
- D) Think about the possible effects on their employees.

55. How can a business help improve its employees' experience in using IT?

- A) By designing systems that suit their needs.

- B) By ensuring that their mental health is sound.
- C) By adjusting their work to suit the IT system.
- D) By offering them regular in-service training.

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Passage One

Questions 46 to 50 are based on the following passage.

Sugar shocked. That describes the reaction of many Americans this week following revelations that, 50 years ago, the sugar industry paid Harvard scientists for research that shifted the focus away from sugar's role in heart disease - and put the spotlight(□□□□) squarely on dietary fat.

What might surprise consumers is just how many present-day nutrition studies are still funded by the food industry. Nutrition scholar Marion Nestle of New York University spent a year informally tracking industry-funded studies on food, "Roughly 90% of nearly 170 studies favored the sponsor's interest," Nestle tells us. Other systematic reviews support her conclusions.

For instance, studies funded by Welch Foods - the brand behind Welch's 100% Grape Juice--found that drinking Concord grape juice daily may boost brain function. Another, funded by Quaker Oats, concluded, as a Daily Mail story put it, that "hot oatmeal(□□□) breakfast keeps you full for longer."

Last year, The New York Times revealed how Coca-Cola was funding well-known scientists and organizations promoting a message that, in the battle against weight gain, people should pay more attention to exercise and less to what they eat and drink. Coca-Cola also released data detailing its funding of several medical institutions and associations between 2010 and 2015.

"It's certainly a problem that so much research in nutrition and health is funded by industry," says Bonnie Liebman, director of nutrition at the Center for Science in the Public Interest. "When the food industry pays for research, it often gets what it pays for." And what it pays for is often a pro-industry finding.

Given this environment, consumers should be skeptical(□□□) when reading the latest finding in nutrition science and ignore the latest study that pops up on your news feed. "Rely on health experts who've reviewed all the evidence," Liebman says, pointing to the official government Dietary Guidelines, which are based on reviews of hundreds of studies.

"And that expert advice remains pretty simple," says Nestle. "We know what healthy diets are - lots of vegetables, not too much junk food, balanced

calories. Everything else is really difficult to do experimentally."

46. What did Harvard scientists do 50 years ago?

- A) They raised public awareness of the possible causes of heart disease.
- B) They turned public attention away from the health risks of sugar to fat.
- C) They placed the sugar industry in the spotlight with their new findings.
- D) They conducted large-scale research on the role of sugar in people's health.

47. What does Marion Nestle say about present-day nutrition studies?

- A) They took her a full year to track and analyze.
- B) Most of them are based on systematic reviews.
- C) They depend on funding from the food industries.
- D) Nearly all of them serve the purpose of the funders.

48. What did Coca-Cola-funded studies claim?

- A) Exercise is more important to good health than diet.
- B) Choosing what to eat and drink is key to weight control.
- C) Drinking Coca-Cola does not contribute to weight gain.
- D) The food industry plays a major role in fighting obesity.

49. What does Liebman say about industry-funded research?

- A) It simply focuses on nutrition and health.
- B) It causes confusion among consumers.
- C) It rarely results in objective findings.
- D) It runs counter to the public interest.

50. What is the author's advice to consumers?

- A) Follow their intuition in deciding what to eat.
- B) Be doubtful of diet experts' recommendations.
- C) Ignore irrelevant information on their news feed.
- D) Think twice about new nutrition research findings.

Passage Two

Questions 51 to 55 are based on the following passage.

Success was once defined as being able to stay at a company for a long time and move up the corporate ladder. The goal was to reach the top, accumulate wealth and retire to a life of ease. My father is a successful senior executive. In 35 years, he worked for only three companies.

When I started my career, things were already different. If you weren't changing companies every three or four years, you simply weren't getting ahead in your career. But back then, if you were a consultant or freelancer(□□ □□), people would wonder what was wrong with you. They would assume you had problems getting a job.

Today, consulting or freelancing for five businesses at the same time is a

badge of honor. It shows how valuable an individual is. Many companies now look to these "ultimate professionals" to solve problems their full-time teams can't. Or they save money by hiring "top-tier(□□□) experts" only for particular projects.

Working at home or in cafes, starting businesses of their own, and even launching business ventures that eventually may fail, all indicate "initiative," "creativity," and "adaptability," which are desirable qualities in today's workplace. Most important, there is a growing recognition that people who balance work and play, and who work at what they are passionate about, are more focused and productive, delivering greater value to their clients.

Who are these people? They are artists, writers, programmers, providers of office services and career advice. What's needed now is a marketplace platform specifically designed to bring freelancers and clients together. Such platforms then become a place to feature the most experienced, professional, and creative talent. This is where they conduct business, where a sense of community reinforces the culture and values of the gig economy(□□□□), and where success is rewarded with good reviews that encourage more business.

Slowly but surely, these platforms create a bridge between traditional enterprises and this emerging economy. Perhaps more important, as the global economy continues to be disrupted by technology and other massive change, the gig economy will itself become an engine of economic and social transformation.

51. What does the author use the example of his father to illustrate?

- A) How long people took to reach the top of their career.
- B) How people accumulated wealth in his father's time.
- C) How people viewed success in his father's time.
- D) How long people usually stayed in a company.

52. Why did people often change jobs when the author started his career?

- A) It was considered a fashion at that time.
- B) It was a way to advance in their career.
- C) It was a response to the changing job market.
- D) It was difficult to keep a job for long.

53. What does the author say about people now working for several businesses at the same time?

- A) They are often regarded as most treasured talents.
- B) They are able to bring their potential into fuller play.
- C) They have control over their life and work schedules.
- D) They feel proud of being outstanding problem solver.

54. What have businesses come to recognize now?

- A) Who is capable of solving problems with ease.
- B) How people can be more focused and productive.
- C) What kind of people can contribute more to them.
- D) Why some people are more passionate about work.

55. What does the author say about the gig economy?

- A) It may force companies to reform their business practice.
- B) It may soon replace the traditional economic model.
- C) It will drive technological progress on a global scale.
- D) It will bring about radical economic and social changes.



Passage One

Questions 46 to 50 are based on the following passage.

Boredom has become trendy. Studies point to how boredom is good for creativity and innovation, as well as mental health. It is found that people are more creative following the completion of a tedious task. When people are bored, they have an increase in "associative thought," the process of making new connections between ideas, which is linked to innovative thinking. These studies are impressive, but in reality, the benefits of boredom may be related to having time to clear your mind, be quiet, or daydream.

In our stimulation-rich world, it seems unrealistic that boredom could occur at all. Yet, there are valid reasons boredom may feel so painful. As it turns out, boredom might signal the fact that you have a need that isn't being met.

Our always-on world of social media may result in more connections, but they are superficial and can get in the way of building a real sense of belonging. Feeling bored may signal the desire for a greater sense of community and the feeling that you fit in with others around you. So take the step of joining an organization to build face-to-face relationships. You'll find depth that you won't get from your screen no matter how many likes you get on your post.

Similar to the need for belonging, bored people often report that they feel a limited sense of meaning. It's a fundamental human need to have a larger purpose and to feel like we're part of something bigger than ourselves. When people are bored, they're more likely to feel less meaning in their lives. If you want to reduce boredom and increase your sense of meaning, seek work where you can make a unique contribution, or find a cause you can support with your time and talent.

If your definition of boredom is being quiet, mindful, and reflective, keep it up. But if you're wrestling with real boredom and the emptiness it provokes, consider whether you might seek new connections and more significant challenges. These are the things that will genuinely alleviate boredom and

make you more effective in the process.

46. What have studies found about boredom?

- A) It facilitates innovative thinking. B) It is a result of doing boring tasks.
- C) It helps people connect with others. D) It does harm to one's mental health.

47. What does the author say boredom might indicate?

- A) A need to be left alone. B) A desire to be fulfilled.
- C) A conflict to be resolved. D) A feeling to be validated.

48. What do we learn about social media from the passage?

- A) It may be an obstacle to expanding one's connections.
- B) It may get in the way of enhancing one's social status.
- C) It may prevent people from developing a genuine sense of community.
- D) It may make people feel that they ought to fit in with the outside world.

49. What does the author suggest people do to get rid of boredom?

- A) Count the likes they get on their posts. B) Reflect on how they relate to others.
- C) Engage in real-life interactions. D) Participate in online discussions.

50. What should people do to enhance their sense of meaning?

- A) Try to do something original. B) Confront significant challenges.
- C) Define boredom in their unique way. D) Devote themselves to a worthy cause.

Passage Two

Questions 51 to 55 are based on the following passage.

Can you remember what you ate yesterday? If asked, most people will be able to give a vague description of their main meals: breakfast, lunch, dinner. But can you be sure you've noted every snack bar in your car, or every handful of nuts at your desk? Most people will have a feeling that they've missed something out.

We originally had this suspicion back in 2016, puzzled by the fact that national statistics showed calorie consumption falling dramatically over past decades. We found reliable evidence that people were drastically under-reporting what they ate.

Now the Office for National Statistics has confirmed that we are consuming 50% more calories than our national statistics claim.

Why is this happening? We can point to at least three potential causes. One is the rise in obesity levels itself. Under-reporting rates are much higher for obese people, because they simply consume more food, and thus have more to remember.

Another cause is that the proportion of people who are trying to lose weight has been increasing over time. People who want to lose weight are

more likely to under-report their eating - regardless of whether they are overweight or not. This may be driven partly by self-deception or "wishful thinking".

The final potential cause is an increase in snacking and eating out over recent decades - both in terms of how often they happen and how much they contribute to our overall energy intake. Again, there is evidence that food consumed out of the home is one of the most poorly recorded categories in surveys.

So, what's the message conveyed? For statistics, we should invest in more accurate measurement options. For policy, we need to focus on options that make it easy for people to eat fewer calories. If people do not know how much they are eating, it can be really hard for them to stick to a diet. Also, we should be looking for new ways to ensure what people eat wouldn't have much impact on their waistlines. If this works, it won't matter if they can't remember what they ate yesterday.

51. What did the author suspect back in 2016?

- A) Calorie consumption had fallen drastically over the decades.
- B) Most people surveyed were reluctant to reveal what they ate.
- C) The national statistics did not reflect the actual calorie consumption.
- D) Most people did not include snacks when reporting their calorie intake.

52. What has the Office for National Statistics verified?

- A) People's calorie intake was far from accurately reported.
- B) The missing out of main meals leads to the habit of snacking.
- C) The nation's obesity level has much to do with calorie intake.
- D) Calorie consumption is linked to the amount of snacks one eats.

53. What do we learn about obese people from the passage?

- A) They usually keep their eating habits a secret.
- B) They overlook the potential causes of obesity.
- C) They cannot help eating more than they should.
- D) They have difficulty recalling what they have eaten.

54. What often goes unnoticed in surveys on food consumption?

- A) The growing trend of eating out.
- B) The potential causes of snacking.
- C) People's home energy consumption.
- D) People's changing diet over the years.

55. What does the author suggest policymakers do about obesity?

- A) Remind people to cut down on snacking.
- B) Make sure people eat non-fattening food.
- C) Ensure people don't miss their main meals.
- D) See that people don't stick to the same diet.

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Passage One

Questions 46 to 50 are based on the following passage.

Have you ever wondered how acceptable it is to hug or touch someone? While it may sound safe to avoid all physical contact so as not to offend anyone, the lack of touching might imply cold attitudes or indifference in interpersonal relationships.

So, what should we do? The simple answer is to thoroughly learn unique cultural norms for physical contact. In nonverbal communication terminology(□□), physical contact and the study of touching are generally referred to as haptics.

Haptics in communication often suggest the level of intimacy. They are usually classified into two groups: high-contact and low-contact.

Asia and quite surprisingly the United States, Canada and Britain belong to low-contact cultures. People from the rest of the world, such as Latin America, are considered to be in high-contact cultures where they tend to expect touching in social interactions and feel more comfortable with physical closeness. Despite the classification, there are more complex factors such as relational closeness, gender, age, and context that can affect how someone views physical contact.

One common French custom of greetings is cheek-kissing, but it is mostly restricted to friends, close acquaintances and family members. While cheek-kissing for Latin Americans is also a universal greeting form, it does not require such a high degree of relational closeness. However, gender matters more for them because cheek-kissing often only happens between women or a man and a woman but not two men.

In contrast, in certain Arabian, African, and Asian countries, men can publicly hold hands or show physical affection as signs of brotherhood or friendship while these behaviors may suggest a romantic relationship in other parts of the world. Although men's touching is more normal in these cultures, physical contact between persons of opposite sexes who are not family members is negatively perceived in Arabic countries.

These factors could definitely affect the degree to which someone is comfortable with tactile(触觉) communication and physical intimacy. Therefore, if you are someone who loves to show physical affection, you should not be afraid to show it or drastically change your behaviors - just ask for consent beforehand!

46. What does the author say in the first paragraph about physical contact?
- A) Its role in interpersonal relationships is getting increasingly important.
 - B) It is becoming more acceptable to many who used to think it offensive.
 - C) Its absence might suggest a lack of warmth in interpersonal relationships.
 - D) It might prompt different responses from people of different social backgrounds.
47. What does physical contact in communication suggest?
- A) What social class people belong to.
 - B) How civilized the communicators are.
 - C) What family background people come from.
 - D) How close the communicators' relationships are.
48. What do we learn about people in high-contact cultures?
- A) They are sensitive to the way people express their emotions.
 - B) They take touching as a cultural norm in social interactions.
 - C) They attach great importance to close ties among people.
 - D) They tend to be more open in interpersonal relationships.
49. What do we learn about social customs in Arabian countries?
- A) Men can show friendship in public through physical affection.
 - B) Non-traditional romantic relationships are simply unacceptable.
 - C) Physical contact between unfamiliar people is negatively perceived.
 - D) People of different ages and genders show affection in different ways.
50. What does the author tell us to do concerning tactile communication?
- A) Lay emphasis on nonverbal communication.
 - B) Learn to use appropriate body language first.
 - C) Pay attention to the differences between genders.
 - D) Take other people's preference into consideration.

Passage Two

Questions 51 to 55 are based on the following passage.

From climate change to the ongoing pandemic(大流行病) and beyond, the issues facing today's world are increasingly complex and dynamic. Yet solving problems like these requires new approaches that extend beyond traditional ways of thinking. A study led by Yale Professor of Psychology, Paul O'Keefe, found that having a growth mindset(成长心态) of interest may spark this type of innovation.

Professor O'Keefe established in earlier studies that people hold different beliefs about the nature of interest. Those with a growth mindset of interest tend to believe that interests can be developed and cultivated, while those with a fixed mindset of interest tend to believe that interests are inherent(innate) and simply need to be 'found.' Building on these findings, the latest research examined how a growth mindset of interest can boost integrative thinking across the traditional disciplinary boundaries of arts and sciences.

For example, in one task, research participants were instructed to create new college majors by combining two or more existing academic Arts or Science programs at their university. After coding and analyzing the ideas they generated, the team found that people with a growth mindset of interest were more likely to bridge programs across the arts and sciences to create new majors like computational economics rather than creating majors that drew from only one of those areas, like computational chemistry.

As Professor O'Keefe pointed out, "This research provides a useful direction for organizations whose products and services call for integrated and creative solutions. Take smartphones for example. You need not only computer science and engineering knowledge, but also an understanding of psychology and visual design to create a better product. Employees with a growth mindset may be more likely to devise innovative ideas that bridge multiple areas of knowledge to achieve better solutions."

The benefits of a growth mindset of interest may also extend to those seeking employment. This is a pressing issue because many people are becoming unemployed due to the COVID-19 pandemic. Having a growth mindset of interest can help job seekers expand their interests and become more adaptable to different fields, and take the initiative to learn new skills.

51. What does the author say about the world today?

- A) It faces problems that are getting more varied and complicated.
- B) It has done away with many of the traditional ways of thinking.
- C) It is undergoing radical and profound changes.
- D) It is witnessing various types of innovations.

52. What did Professor O'Keefe find in his earlier studies?

- A) People's interests tend to change with age.
- B) People's interests determine their mindsets.
- C) People are divided about the nature of interest.
- D) People of different ages have different mindsets.

53. What is the focus of Professor O'Keefe's recent research?

- A) How boundaries can be removed between arts and science disciplines.
- B) How feasible it is to create new disciplines like computational economics.
- C) How students in arts and sciences view the two types of mindset of interest.
- D) How a growth mindset of interest can contribute to cross-disciplinary thinking.

54. What does the author want to illustrate with the example of smartphones?

- A) Hi-tech products are needed in interdisciplinary research.
 - B) Improved technology gives birth to highly popular products.
 - C) Making innovative products needs multidisciplinary knowledge.
 - D) Hi-tech products can boost people's integrative thinking.
55. What is the author's suggestion to those who are seeking employment?
- A) Learning practical skills. B) Broadening their interests.
 - C) Staying safe in the pandemic. D) Knowing their pressing issues.

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Passage One

Questions 46 to 50 are based on the following passage.

As many office workers adapt to remote work, cities may undergo fundamental change if offices remain under-utilized. Who will benefit if working from home becomes the norm?

Employers argue they make considerable savings on real estate when workers shift from office to home work. However, these savings result from passing costs on to workers.

Unless employees are fully compensated, this could become a variant of parasitic() capitalism, whereby corporate profits increasingly rely on extracting value from the public - and now personal - realm, rather than on generating new value.

Though employers are backed by a chorus of remote work advocates, others note the loneliness, reduced productivity and inefficiencies of extended remote work.

If working from home becomes permanent, employees will have to dedicate part of their private space to work. This requires purchasing desks, chairs and office equipment.

It also means having private space dedicated to work: the space must be heated, cleaned, maintained and paid for. That depends on many things, but for purposes of illustration, I have run some estimates for Montreal. The exercise is simple but important, since it brings these costs out of the realm of speculation into the realm of meaningful discussion.

Rough calculations show that the savings made by employers when their staff works from home are of similar value to the compensation workers should receive for setting up offices at home.

What does this mean for offices in cities? One of two things may happen: Employers pass these costs onto employees. This would be a form of

expropriation(剥夺), with employees absorbing production costs that have traditionally been paid by the employer. This represents a considerable transfer of value from employees to employers.

When employees are properly compensated, employers' real estate savings will be modest. If savings are modest, then the many advantages of working in offices - such as lively atmosphere, rapidity of communication, team-building and acclimatization(适应) of new employees - will encourage employers to shelve the idea of remote work and, like Yahoo in 2013, encourage employees to work most of the time from corporate office space.

46. What does the author say about working from home?

- A) It will become the norm sooner or later.
- B) It requires employees to adapt promptly.
- C) It benefits employers at the expense of employees.
- D) It will force cities to transform their infrastructure.

47. Why do some people oppose working from home?

- A) It discourages team spirit.
- B) It invades employees' privacy.
- C) It undermines traditional values.
- D) It negatively impacts productivity.

48. Why did the author run the estimates for Montreal?

- A) To provide convincing data for serious discussion.
- B) To illustrate the ongoing change in working patterns.
- C) To show the impact of remote working on productivity.
- D) To exemplify how remote working affects the economy.

49. What can we conclude from the author's calculations?

- A) There is no point in transferring office work to working from home.
- B) Employees can benefit as much from remote working as their employers.
- C) Employers' gain from remote working should go to employees as compensation.
- D) Effective measures should be taken to motivate employees to set up offices at home.

50. What is the author's opinion on working from home?

- A) It should be avoided if possible.
- B) It is only a temporary measure.
- C) It can reduce companies' real estate costs.
- D) It may affect employees' corporate loyalty.

Passage Two

Questions 51 to 55 are based on the following passage.

The human thirst for knowledge is the driving force behind our successful development as a species. But curiosity can also be dangerous, leading to setbacks or even downfalls. Given curiosity's complexity, scientists have found it hard to define.

While pinning down a definition has proven tricky, the general consensus is it's some means of information gathering. Psychologists also agree curiosity is intrinsically motivated.

Curiosity covers such a large set of behaviors that there probably isn't any single "curiosity gene" that makes humans wonder about and explore their environment. That said, curiosity does have a genetic component. Genes and the environment interact in many complex ways to shape individuals and guide their behavior, including their curiosity.

Regardless of their genetic makeup, infants have to learn an incredible amount of information in a short time, and curiosity is one of the tools humans have found to accomplish that gigantic task.

Hundreds of studies show that infants prefer novelty. It's what motivates non-human animals, human infants and probably human adults to explore and seek out new things before growing less interested in them after continued exposure.

But curiosity often comes with a cost.

In some situations, the stakes are low and failure is a healthy part of growth. For instance, many babies are perfectly proficient crawlers, but they decide to try walking because there's more to see and do when they stand upright. But this milestone comes at a small cost. A study of 12- to 19-month-olds learning how to walk documented that these children fell down a lot. Seventeen times per hour, to be exact. But walking is faster than crawling, so this motivates expert crawlers to transition to walking.

Sometimes, however, testing out a new idea can lead to disaster. For instance, the Inuit people of the Arctic regions have created incredible modes to deal with the challenges of living in northern climates, but what we forget about are the tens of thousands of people that tried and failed to make it in those challenging landscapes.

51. What does the author say about curiosity?

- A) It is too complex for non-scientists to understand.
- B) It is the force that pushes human society forward.
- C) It is a unique trait specific to the human race.
- D) It is often the major cause for human failures.

52. What is the general understanding of curiosity?

- A) It motivates people to seek information.
- B) It is destined to transform human genes.
- C) It does people more good than harm.
- D) It underlies all human behaviors.

53. What do we learn about how genes shape people's behavior?

- A) They determine people's way of thinking.
- B) They account for age differences in learning.
- C) They enable people to undertake massive tasks.
- D) They work in conjunction with the environment.

54. What do numerous studies show about infants?

- A) They are far more curious than adults.
- B) They prefer to go after all that is

novel.

C) They have different interests than adults. D) They show non-human animal behaviors.

55. What does the example of the Inuit people of the Arctic regions illustrate?

A) The cost of humans' curiosity to explore.

B) The incredible harshness of cold weather.

C) The innovative ideas stemming from curiosity.

D) The importance of learning from past failures.

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Passage One

Questions 46 to 50 are based on the following passage.

With obesity now affecting 29% of the population in England, and expected to rise to 35% by 2030, should we now recognise it as a disease? Obesity, in which excess body fat has accumulated to such an extent that health may be adversely affected, meets the dictionary definition of disease, argues Professor John Wilding. He points out that more than 200 genes influence weight. "Thus body weight is strongly influenced by biology - it is not an individual's fault if they develop obesity." Yet the widespread view is that obesity is self-induced and that it is entirely the individual's responsibility to do something about it. Recognising obesity as a chronic disease with severe complications rather than a lifestyle choice "should help reduce the stigma(□ □) and discrimination experienced by many people with obesity," he adds.

Professor Wilding disagrees that labelling a high proportion of the population as having a disease removes personal responsibility or may overwhelm health services, pointing out that other common diseases, such as high blood pressure and diabetes, require people to take action to manage their condition. He suggests that most people with obesity will eventually develop complications. "But unless we accept that obesity is a disease, we are not going to be able to tackle it." he concludes.

But Dr. Richard Pile, a physician with a special interest in diabetes, argues that adopting this approach "could actually result in worse outcomes for individuals and society." He believes that the dictionary definition of disease "is so vague that we can classify almost anything as a disease" and says the question is not whether we can, but whether we should, and to what end.

If labelling obesity as a disease was harmless then it wouldn't really matter, he writes. But labelling obesity as a disease "risks reducing autonomy,

disempowering and robbing people of the intrinsic(□□□) motivation that is such an important enabler of change." What's more, making obesity a disease "may not benefit patients, but it will benefit healthcare providers and the pharmaceutical(□□□) industry when health insurance and clinical guidelines promote treatment with drugs and surgery," he warns.

46. What does Professor John Wilding argue about obesity?

A. Its impact on society is expected to rise. B. It is now too widespread to be neglected.

C. It should be regarded as a genetic disease. D. Its dictionary definition should be updated.

47. What is the popular view of obesity?

A. It is difficult to define. B. It is a modern disease.

C. It has much to do with one's genes. D. It results from a lack of self-control.

48. Why are some people opposed to labelling obesity as a disease?

A. Obese people would not feel responsible to take any action.

B. Obese people would not be able to afford the medical costs.

C. Obese people would be overwhelmed with anxiety.

D. Obese people would be discriminated against.

49. What does Dr. Richard Pile think of the dictionary definition of disease?

A. It is of no use in understanding obesity. B. It is too inclusive and thus lacks clarity.

C. It helps little to solve patients' problems. D. It matters little to the debate over obesity.

50. What is Dr. Richard Pile's concern about classifying obesity as a disease?

A. It may affect obese people's quality of life. B. It may accelerate the spread of obesity.

C. It may cause a shortage of doctors. D. It may do little good to patients.

Passage Two

Questions 51 to 55 are based on the following passage.

Nationwide, only about three percent of early childhood teachers are male in the U.S. Experts say this can have an impact on young children whose understanding of gender roles and identity are rapidly forming. Research has found that having access to diverse teachers is beneficial for children. For the youngest learners, it means they are more likely to get exposed to different varieties of play and communication. It also helps them develop healthy ideas around gender.

"In our world and our society, we have very specific stereotypes(□□□□□) of gender roles," said Mindi Reich-Shapiro, an assistant professor in the teacher education department of the Borough of Manhattan Community College, and

one of the authors of a recent study. "It's important for children to see other possibilities and other paths they can take."

Despite mostly feeling supported by colleagues and family members, many of the male educators surveyed in the study reported facing social or cultural resistance in their careers as early education teachers. Some also reported that there were parents surprised or concerned that their child had a male teacher. And they had been advised by colleagues or other staff not to hug children.

Reich-Shapiro and fellow researchers made several recommendations to increase male representation in the field. Low pay has long been acknowledged as a major issue in the early childhood field. Over 70% of male educators who said they intended to stay in the early education workforce noted an increased salary was a major motivating factor for them to commit to the career long-term. The report suggests paying all early childhood educators the way elementary school teachers are paid.

Cities and programs should establish support groups for male early childhood educators and provide mentoring and professional development advice for male educators and their program leaders.

The authors also suggest that traditional recruitment approaches for early childhood educators "do not address the gender gap in the field." They recommend providing young men opportunities to work with children through training and volunteer programs, targeting groups of men who are considering a career change, such as fathers.

51. What do we learn from the first paragraph about early childhood education in the U.S.?

- A. It helps raise children's awareness of gender roles.
- B. It exposes children to different ways of interaction.
- C. It is negatively impacted by a lack of male teachers.
- D. It clearly aims to form children's identity through play.

52. What does Mindi Reich-Shapiro emphasize in her comment on childhood education?

- A. The importance of broadening children's horizons.
- B. The responsibilities of fathers for children's growth.
- C. The urgency of creating teacher education programs.
- D. The role of teachers in motivating children to learn.

53. What do we learn about male teachers from their responses in the study?

- A. Some of them find it awkward when hugging children.
- B. They feel pressured to keep up with female colleagues.
- C. They find it hard to meet the expectations of kids' parents.
- D. Many of them feel prejudiced against socially and culturally.

54. What is needed for men to commit to early childhood education?

- A. Higher pay. B. Job security. C. Social recognition. D. Better working conditions.

55. What do the authors of the study recommended to bridge the gender gap

in early childhood education?

- A. Recruiting young men who have a passion for educating young children.
- B. Taking measures to attract prospective male teachers to work in the field.
- C. Persuading prospective fathers to consider a change in their career.
- D. Providing male teachers with more opportunities for advancement.



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